

Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

4-4.6: Illustrate how the ideals of equality as described by the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Acts. (P, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous /Future Knowledge:

In 3rd grade, students summarized the institution of slavery prior to the Civil War (3-4.2). They compared the conditions of daily life for various classes of people in South Carolina, including the free and the enslaved African Americans (3-4.1) and also summarized the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the acceptance of African Americans' right to vote (3.5.6).

Earlier in the 4th grade, students learned about those who fought to make the ideals of the Declaration of Independence a reality by summarizing the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War (4-6.2).

In 5th grade, students will learn how, even after slavery was abolished, African Americans did not enjoy the full promise of the Declaration of Independence by summarizing the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities (5-1.1). They will explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau (5-1.2) and will compare the economic and social effects of Reconstruction on different populations, including the change from the plantation system to sharecropping (5-1.3). They will explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States (5-1.4). They will also study how Native Americans did not enjoy the equality promised in the Declaration of Independence by explaining the social and economic effects of the westward expansion on Native Americans (5-2.5). They will explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X (5-5.3).

In 8th grade, students will study how African Americans were denied the promises of the Declaration of Independence. They will explain the importance of agriculture in antebellum South Carolina, including plantation life [and] slavery (8-3.1). Students will explain the impact of key events leading to South Carolina's secession from the Union, including the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860 (8-3.2). They will explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made (8-4.4). They will summarize the successes and failures that occurred in South Carolina during Reconstruction, including violence during the election of 1876. (8-4.5). They will explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement (8-7.4).

In United States history, students will address this important concept again when they compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights

(USHC-4.1). They will explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC-4.2). They will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era (USHC-4.4). They will also summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the rise of anti-African American factions and legislation. (USHC-4.5). They will explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity (USHC-9.5).

It is essential for students to know:

Ideals of equality were described in the Declaration of Independence, including "All men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, liberty, and the pursuit of Happiness". However, this part of the Declaration of Independence was slow to take hold due to the continued practice of slavery in the new United States. After the Revolutionary War, Northern states gradually emancipated their slaves as a result of these ideals and because they were not economically dependent on slave labor. However, African Americans were discriminated against in Northern states. Often they were the last hired and the first fired. They were denied access to some schools and lived in segregated African American communities. In the South, although some slave owners liberated their own slaves voluntarily, many southern states prohibited emancipation and slavery became more and more entrenched.

The **Three-Fifths Compromise** was one of many compromises reached at the Philadelphia Convention where the new Constitution was written. When the Great Compromise determined that the House of Representatives was to be based on population, the question arose as to whether slaves would be counted when allocating representation. Slave owners in the South wanted to count their slaves as a full person, so that they would have a larger representation in Congress. Those in the North argued that if a person was owned they did not have the same rights as a free person and so should not be counted. The compromise that resulted was that slaves counted as 3/5 of a person. Under this North/South compromise, slaves still had no rights and could not vote. The Constitutional Convention protected slavery by agreeing that the international slave trade would not be ended for at least 20 years after the ratification of the Constitution.[1808]

The **Fugitive Slave Acts** were laws made to protect the right of slave owners to their property and required the federal government to assist in the retrieval and return of runaway slaves no matter where they were found in the United States. A stronger Fugitive Slave Act was passed as part of the Compromise of 1850. The runaways were not provided with a fair trial or the opportunity to prove that they should be free.

It was only after the Civil War, emancipation and the civil rights movement of the 20th century that African Americans could enjoy the equal rights promised in the Declaration of Independence.

It is not essential for students to know:

It is not essential for students to know *all* of the other provisions of the Constitution, the 3/5s compromise or the Fugitive Slave Act. Students do not need to know how or when each northern state emancipated their slaves. They do not need to know that other actions of the national government attempted to limit the expansion of slavery. For instance, the Northwest Ordinance made slavery illegal in any new states that were formed from this region. However new states created from the Louisiana Purchase were open

to slavery. The Missouri Compromise admitted Missouri as a slave state but limited slavery to the area south of the 36 30'. Controversies over whether or not new territories would be slave or free led to the Civil War. Twenty years after the ratification of the Constitution, the national government outlawed the international slave trade but smuggling and the internal slave trade continued. The *Dred Scott* decision ruled that African Americans, slave or free, were not citizens of the United States and so had no rights at all.

Assessment guidelines:

Appropriate assessments would require students to **explain** that the ideals of equality as outlined in the Declaration of Independence were slow to take hold. Students should be able to **identify** examples of inequality experienced by African Americans, Native Americans and women. Assessments should require students to **summarize** the Three/Fifths Compromise and the Fugitive Slave Acts.